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INSTITUTE IN MUSIC FOR SOUTHEASTERN KENTUCKY AREA ELEMENTARY
PUBLIC SCHOOL TEACHER AIDES. FINAL REPORT.

BY- LINGER, BERNARD L.

UNION COLL., BARBOURVILLE, KY.

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EVALUATION, TITLE 1 (89 329), KENTUCKY,

TO IMPROVE ELEMENTARY MUSIC INSTRUCTION IN THE PUBLIC
SCHOOLS, 19 SOUTHEASTERN KENTUCKY TEACHER-AIDES ATTENDED AN
INSTITUTE IN MUSIC HELD AT UNION COLLEGE (BARBOURVILLE,
KENTUCKY) FOR TWO WEEKS, JUNE 19-30, 1967. FOR TWO HOURS EACH
DAY THEY STUDIED THE USE OF PHONOGRAPH RECORDS, GROUP
SINGING, CLASSROOM INSTRUMENTS, RHYTHMIC DANCE, AND THE
RELATIONSHIP OF MUSIC TO ACOUSTICS, SOCIOLOGY, ART, AND
GEOGRAPHY. THERE WERE THREE INSTRUCTORS. EACH STUDENT
RECEIVED A SONGFLUTE AND INSTRUCTION BOOK, A PROGRAMED
TEXTBOOK DEALING WITH MUSIC TERMINOLOGY, AND WORKSHOP SAMPLES
OF PUBLISHERS' SONGBOOK SERIES. A FORMAL LETTER WAS PREPARED
FOR EACH PARTICIPANT REQUESTING MATERIALS FOR HER USE IN HER
SCHOOL. A CERTIFICATE OF ATTENDANCE WAS AWARDED. EACH
PARTICIPANT EVALUATED THE INSTITUTE THROUGH A QUESTIONNAIRE
COMPLETED AND RETURNED BY MAIL. ALL REQUESTED THAT THE
INSTITUTE BE REPEATED, PREFERABLY DURING THE SUMMER. NONE
SAID IT WAS TOO LONG AND SEVERAL DESIRED FOLLOWUP SESSIONS
DURING THE SCHOOL YEAR. THE INSTRUCTORS SUGGESTED THAT
FOLLOWUP INSERVICE PROGRAMS BE HELD, THAT SIMILAR INSTITUTES
FOR TEACHER-AIDES IN ART, DRAMA, AND RECREATION BE SCHEDULED,
AND THAT A MUSIC INSTITUTE BE HELD FOR RECREATIONAL LEADERS
IN THE APPALACHIA AREA COMMUNITY CENTERS. (THE DOCUMENT
INCLUDES AN ITEMIZED BUDGET.) (AJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

INSTITUTE IN MUSIC FOR SOUTHEASTERN KENTUCKY
AREA ELEMENTARY PUBLIC SCHOOL TEACHER AIDES

A completed Community Service or Continuing Education Project
Submitted to the University of Kentucky as the State Agency
for Administration of Title I of the Higher
Education Act of 1965 in Kentucky

Project Director

Dr. Bernard L. Linger
Director, School of Music
Chairman, Division of Fine Arts, Union College
Barbourville, Kentucky 40906
Telephone 546-4151 Ext. 132

Fiscal Officer

James Blair
Business Manager, Union College
Barbourville, Kentucky 40906

Institutional Officer

Dr. Mahlon A. Miller, President
Union College
Barbourville, Kentucky 40906

Total cost of project -	\$2520.25
Non-federal share -	\$ 630.06
Federal funds granted -	\$1890.19

July 7, 1967

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FINAL REPORT OF PROJECT #67-007-001
UNION COLLEGE
BARBOURVILLE, KENTUCKY

I.

PROJECT TITLE

Institute in Music for Southeastern Kentucky Area Elementary Public School Teacher Aides.

II.

LIMITATIONS

Enrollment in the Institute was limited to those Teacher Aides lacking training and/or experience in music, who were recommended by their supervisors, who would directly benefit the students in their school, and who would be of direct assistance to the teachers with whom they serve as Aides.

III.

PROBLEM .

Training the elementary school teacher is complex and varied; the teacher is expected to be competent in virtually all areas of learning. While a few may be successful, most elementary teachers cannot gain the necessary skills and knowledge required to teach all areas in four years of professional training. More often than not, the various art-forms are the first to be abandoned in teacher preparation, thus leaving a critical gap in the teacher's education. If the elementary classroom teachers cannot lead their classes through worthwhile and legitimate art-form experiences, then the students miss a critical part of the educative process, and should these students become teachers themselves, they, too, will most likely omit the art-forms in their classes, thus perpetuating a cultural vacuum. Such a cultural vacuum exists in many parts of the Appalachian Area, and is indeed being perpetuated. One specific example of the seriousness of the problem can be shown through data provided by the Office of the Superintendent of Schools, Knox County, Kentucky: there are, in the county, 148 elementary classroom teachers; however, there is only one full-time elementary music specialist employed in all of Knox County. The Teacher Aides are expected to make a significant reduction in the overall burden of the teacher to whom they are assigned; their effectiveness is, of course, directly related to their own experience and training. In view of the critical shortage of music specialists in the area, it is hoped that the Teacher Aides Institute in Music will prove to have been a significant step towards filling a distinct need in the process of education in the Appalachian Area, for both students, teachers, and the Teacher Aides. (Excerpts from the professional literature are offered in Section X of this report as support for certain statements made herein.)

IV.

OBJECTIVES

The Teacher Aides Institute in Music was structured in a manner that allowed each participant to acquire new skills and knowledge in the area; to gain sufficient confidence in her ability to transmit these items of skill and knowledge to her elementary classroom students; to study ways of implementing lesson plans as organized by the classroom teacher; and to enhance her ability in any future self-study and self-improvement in music. Specific activities which facilitated these objectives are briefly discussed in this report in Section V, PROCEDURE.

Concomitant Objectives of the Institute

1. To examine recent and appropriate materials and methods used in the teaching of music in the elementary classroom, and make several available to participants in the Institute. As an example: Even though many books, recordings, instruments, and programmed courses of study in music are unavailable for use in some of the elementary schools, the various classroom teachers aides were at least made aware that such items do exist, and have begun working toward obtaining some of the items for future use.
2. To formulate guidelines for future Institutes of a similar nature. Specific recommendations are listed in Section XII of this report.

V.

PROCEDURE

The Teachers Aides Institute was scheduled for the two-week period beginning June 19, 1967, and ending June 30, 1967, with classes meeting two hours each evening, five days each week. Twenty participants were recruited from the Southeastern Kentucky area. Classes met on the Union College Campus, and were arranged to allow intensive training in elementary classroom music, both in performance and also in teaching young students to perform in music, approached, however, in the language or vocabulary of the non-professional or untrained musician. All instruction was conducted with the ultimate goal being the improvement of elementary classroom instruction in music, via better trained Teacher Aides. The primary responsibility for all instruction in the Institute was with the instructors, described in Section VI of this report. Much attention was given to the use of phonograph recordings of elementary music, songs, and dances; all of the participants had substantial experience in actual group singing, playing of assorted classroom instruments, and performing of various rhythmic dances and activities. Terminology, including such items as names of notes, lines, spaces, key signatures and scales was mentioned only incidentally in the class, but was studied via programmed textbooks used by the students outside of the scheduled classtime. At the beginning of the first class period, each of the students was given an envelope of material including a songflute and instructional manual; a programmed textbook dealing with several areas of musical terminology; and several workshop samples of songbook series provided by various elementary school songbook publishers. Also, a prepared list of several songs and items for discussion was distributed at the first meeting.

Attention was also given to the relating of music to other areas, such as music and acoustics; music and socialology; music and geography; and music and art. In the latter instance, the students actually drew chalk pictures as an expression of moods which they felt or heard in phonograph recordings of music. Some specific recordings used included Saint-Saens, Carnival of Animals; Mozart, Symphony No. 41; and many recordings from the 1966 edition of the Silver Burdett Series (of books and recordings) Making Music Your Own.

VI.

PERSONNEL

Four people were needed to implement the institute:

Three instructors of music (of which one is listed as Institute Director); and one part-time secretary to assist in publicity, record-keeping, and correspondence.

The instructors had a thorough knowledge of their subject matter, were thoroughly trained in the process of education in general and the process of music education in particular, and were sympathetic with the lack of training and/or experience of the Teacher Aides.

Institute Director (Project Director) and Instructor: Dr. Bernard L. Linger, Chairman, Division of Fine Arts; Director, School of Music, Associate Professor of Music.

Instructor: Mr. Glenn Heinlen, Associate Professor of Music, Florida State University; head of the music department of the Florida State University Demonstration School, Tallahassee, Florida.

Instructor: Mrs. Lois Treadway, teacher of music, Barbourville, Kentucky, City Schools; has taught elementary music education courses at Union College.

Secretary: Mrs. Vickie Brown Sowders, Faculty Secretary, Union College.

Students in the Institute were recruited primarily from the Southeastern Kentucky area, since this is the area most readily served by the geographical location of Union College. Recruiting was done through local newspapers, letters to administrators, and other usual means of communication. A maximum of 20 students constituted the enrollment, although one withdrew after the first day because of illness.

VII.

FACILITIES

The Union College Fine Arts Building served as the main location for instruction during the Institute. College facilities such as the library were also available. Standard music department equipment presently owned by Union College was used in the Institute, and was made available to all participants.

VIII.

OTHER SUPPORT

Plans for this Institute were not submitted to any other agency or organization for funding and was not an extension or addition to any previous institute of a similar nature in music at Union College.

IX.

CREDIT

No college credit was earned; however, a certificate indicating attendance and successful participation was given to each enrollee in the Institute.

X.

DOCUMENTARY SUPPORT FOR SECTION III., PROBLEM

"In schools organized around the concept of the self-contained classroom, the classroom teacher generally has the responsibility of teaching all the subjects, including music. The teacher, knowing the needs, abilities, and interests of his particular class, is thus able to integrate music with the on-going class activity and make it a meaningful learning experience. Unfortunately, these teachers do not all possess the necessary background and skills for teaching music adequately. . . Teachers who enjoy music and see its values, and who feel adequate to teaching it, will employ it whenever possible and appropriate. Those who feel inadequate about teaching music will shy away and sometimes totally ignore it. . . Workshops in the teaching of elementary school music can be most helpful to classroom teachers."

Robert L. Garretson, Music in Childhood Education. New York: Appleton-Century-Crofts Company, 1966, pp. 2-12.

". . . One of the key problems of music education today is the inadequate training of the teacher of the general core, especially at the elementary level. The economics of the situation requires in most cases that the classroom teacher will teach music in kindergarten through the sixth grade, but none of the states requires an adequate minimum of preparation.

In addition to lack of preparation, many classroom teachers feel inadequate because of inability to sing and/or play the piano. If these deficiencies

lead to feelings of frustration and resentment, it is very possible that some of this sensitivity to inadequacy of performance will be transmitted to pupils and the will to be musical can be stunted during the important formative years."

C. A. Burmeister, "The Role of Music in General Education," in Basic Concepts of Music Education, The Fifty-Seventh Yearbook of the National Society for the Study of Education, Part 1, ed. by Nelson B. Henry. Chicago: University of Chicago Press, 1958, pp. 225-226.

XI.

SUMMARY AND RECOMMENDATIONS

An institute in music for southeastern Kentucky Teacher-Aides was organized and executed at Union College, with ultimate goal being the improvement of elementary music instruction in the public schools via better trained Teacher-Aides. Nineteen students met for two hours each day, five days each, for two weeks, June 19-30, 1967, and were given intensive training in several aspects of elementary school music. Methods and materials were given close scrutiny; a formal letter was prepared for each participant requesting assorted materials for use in her school beginning in September, 1967. A certificate was given to each student indicating attendance and successful participation in the two-week institute.

After the last class meeting, each participant was given a questionnaire to be completed and returned by mail, with the purpose being to obtain the students subjective evaluation of the institute. All of the students requested that the institute be repeated, preferably during the summer. None said that the institute was too long; several indicated a desire for more time, with follow-up sessions during the school year.

Specific recommendations made by the instructors in the institute include:

(1) Repeat the institute during following summers, using the same general process and plan as in the completed one;

(2) Schedule several in-service programs during the regular school year as a follow-up to the two-week summer session;

(3) Schedule similar institutes for teacher-aides in areas other than music, specifically art, drama, and recreation.

(4) Approve or reject proposals for these summer institutes at an earlier date; the present completed one was given final approval only days before it was to begin.

(5) Schedule an institute in music for those individuals responsible for recreational activities in the various Appalachian Area Community Centers.

REVISED BUDGET PENDING FINAL AUDIT, July 12, 1967

DIRECT COSTS

Professional:

Project Director, including responsibility for publicity and recruiting for three weeks, also serving as one of the three music instructors, for two weeks, total of five weeks at \$150.00 per week.....	\$ 750.00
Instructor of Music, two weeks, \$150.00 per week.....	300.00
Part-time secretary, five weeks, \$32.00 per week.....	160.00
Social security.....	53.24
Expenses for each student for each day, paid to the student at the end of the last session: 19 students, \$2.50 per day, times ten days (sessions), less nine absences.....	<u>452.50</u>
TOTAL FOR PERSONNEL	\$1715.74

Supplies and Equipment Purchases:

22 copies of a recent Programmed Textbook dealing with music terminology and theory, \$3.95 each.....	\$ 86.90
22 recorders (Tonettes or Songflutes) and instruction books.....	38.70
Miscellaneous expendable supplies.....	<u>72.88</u>
SUB TOTAL	\$ 198.48

Other Costs:

Local publicity, e.g., letters to administrators, to the teacher aides, and publicity in appropriate local journals.....	\$ 100.00
Travel expenses to publicize the institute.....	27.30
Travel expenses for Institute faculty members.....	<u>100.00</u>
SUB TOTAL	\$ 227.30
Estimated cost of preparing final budget.....	<u>\$ 50.00</u>
TOTAL OPERATIONAL BUDGET	\$2191.52

INDIRECT COSTS

Maintenance and utilities, in Union College Buildings, use of equipment, office facilities, pianos, phonographs, recordings, etc., estimated on basis of previous guidelines as 15% of the total budget, or.....	\$ 328.73
GRAND TOTAL, PROJECT BUDGET	<u>\$2520.25</u>

Union College contributed 25% of the total budget, as follows:

Use of pianos and other musical instruments, office equipment, duplicating equipment, maintenance of buildings, utilities, phonographs, recordings, library.....	\$ 359.17
Union College provided the 22 recorders (Songflutes).....	38.70
Union College provided secretarial help.....	160.00
Union College provided part of the estimated cost of the miscellaneous expendable items.....	22.19
Union College provided the cost of preparing final report.....	<u>50.00</u>
	\$ 630.06

COLLEGE CONTRIBUTION, 25%	\$ 630.06
REQUESTED FUNDS, 75%	<u>\$1890.19</u>
GRAND TOTAL BUDGET, PENDING FINAL AUDIT	<u>\$2520.25</u>

Dr. Bernard L. Linger
Project Director

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